



CALIFORNIA
Highway Patrol

Applicant Study Guide



1-888 - 4A CHP JOB
www.chp.ca.gov

Rev. 12/01/01

FOREWORD

The Applicant Study Guide is designed to provide an overview of the California Highway Patrol (CHP) and the selection and hiring process. The primary purpose of the guide is to assist the applicant for Cadet, California Highway Patrol, in preparation for the selection and hiring process. Information contained in the guide on the mission, purpose, and objectives of the CHP, as well as the duties of a CHP officer, will assist the applicant in understanding the overall responsibility of becoming a CHP officer.

The Applicant Study Guide is an excellent resource for applicants preparing for the Written Examination, Physical Ability Test, Qualification Appraisal Panel Interview (Oral Interview), Psychological Evaluation, Background Investigation, Academy Training and a career with the California Highway Patrol.

The success of each applicant is very important to the CHP. Therefore, we strongly encourage each applicant to thoroughly review the Applicant Study Guide.

Questions may be referred to Recruitment Program staff at (916) 375-2550 or 1 (888) 422-4756.

TABLE OF CONTENTS

	<u>Page</u>
CHAPTER 1 - CALIFORNIA HIGHWAY PATROL (CHP)	
GENERAL INFORMATION.....	1-1
HISTORY OF THE CHP.....	1-2
CHP GEOGRAPHICAL JURISDICTION/ORGANIZATION.....	1-2
FULL PEACE OFFICER POWER.....	1-3
THE CHP ACADEMY.....	1-3
ANNEXES	
CHP GEOGRAPHICAL JURISDICTION/ORGANIZATION.....	1-A
CHP ORGANIZATIONAL CHART.....	1-B
CHAPTER 2 - SELECTION PROCESS	
MINIMUM REQUIREMENTS FOR ELIGIBILITY FOR THE EXAMINATION.....	2-1
PHYSICAL CONDITION.....	2-2
APPLICATION.....	2-2
WRITTEN EXAMINATION.....	2-2
ANNEXES	
STATE OF CALIFORNIA, CALIFORNIA HIGHWAY PATROL, CADET INSTRUCTIONS AND APPLICATION, CHP 678.....	2-A
EXAMINATION AND/OR EMPLOYMENT APPLICATION, STD 678.....	2-B
SAMPLE SCORED ESSAYS.....	2-C
SAMPLE WRITTEN TEST.....	2-D
CHAPTER 3 - PHYSICAL ABILITY TEST (PAT)	
PHYSICAL ABILITY TEST (PAT).....	3-1
ANNEX	
CADET ARREST AND CITATION QUESTIONNAIRE, CHP 446F.....	3-A

CHAPTER 4 - QUALIFICATIONS APPRAISAL PANEL INTERVIEW (QAP)

QUALIFICATIONS APPRAISAL PANEL INTERVIEW (QAP).....	4-1
---	-----

ANNEX

YOU AND YOUR INTERVIEW.....	4-A
-----------------------------	-----

CHAPTER 5 - PSYCHOLOGICAL EVALUATION, BACKGROUND INVESTIGATION, MEDICAL EVALUATION, ACADEMY INVITATION

WRITTEN PSYCHOLOGICAL TEST (WPT).....	5-1
PSYCHOLOGICAL INTERVIEW.....	5-1
BACKGROUND INVESTIGATION.....	5-1
MEDICAL EVALUATION.....	5-2
ACADEMY INVITATION.....	5-2

CHAPTER 6 - LIFE AT THE ACADEMY

REPORTING TO THE ACADEMY.....	6-1
ACADEMY LIFESTYLE.....	6-3
ACADEMY TRAINING.....	6-4

CHAPTER 7 - CADET FIELD ASSIGNMENT PROTOCOL

ASSIGNMENT/GRADUATION.....	7-1
FIELD TRAINING AND PROBATION.....	7-1

CHAPTER 1
CALIFORNIA HIGHWAY PATROL

1. GENERAL INFORMATION.

- a. Purpose. To ensure safety, security and service to the public.
- b. Primary Mission. The management and regulation of traffic to achieve safe, lawful and efficient use of the highway transportation system.
- c. Secondary Mission. Support local law enforcement and stand ready to assist in emergencies exceeding local capabilities.
- d. Objectives.
 - (1) Accident Prevention
 - (2) Emergency Incident / Traffic Management
 - (3) Law Enforcement
 - (4) Services: To maximize service to the public in need of aid or information
 - (5) Assistance: To assist other public agencies
- e. Authorities. Section 830.2 of the California Penal Code identifies the uniformed employees of the California Highway Patrol (CHP) as peace officers whose authority extends statewide. According to the Penal Code, their primary duty is enforcement of the California Vehicle Code or other laws relating to the use or operation of vehicles upon the highways. Division 2 of the California Vehicle Code further defines CHP function and powers, including authorities for accident investigations, CHP issued licenses, and emergency vehicle permits.
- f. Rank Structure. Commissioner, Deputy Commissioner, Assistant Commissioner, Deputy Chief, Assistant Chief, Captain, Lieutenant, Sergeant, Officer.

2. HISTORY OF THE CHP.

The first automobile appeared in California in 1896. California's love affair with the automobile had begun. With the increase of automobiles, particularly in populated cities and counties, traffic accidents increased also. The first automobile-related fatality was recorded in 1902. The need for traffic control services became apparent.

Cities and counties began by regulating motor vehicle operations within their own jurisdictions. As each jurisdiction passed its own regulations, the differences from one area to another created a new set of problems. Therefore, in 1905 the California Legislature responded by providing the first in a series of laws related to traffic regulation. As the need for uniform motor vehicle regulations continued to grow, the "California Vehicle Act of 1915" was enacted, a forerunner of today's California Vehicle Code.

By 1923, the Legislature authorized the appointment of State Inspectors and Traffic Officers. They were paid and employed by the State to enforce motor vehicle laws. These appointees were assigned to work in a specific county under a system known as "Dual Control." The problem with "Dual Control" was that the Traffic Officers were controlled by the counties. California still lacked statewide uniformity in traffic law enforcement. Therefore, on August 4, 1929, the legislature created the California Highway Patrol. This new agency had statewide authority to enforce traffic laws on county and State highways - responsibilities that are still the Department's primary mission.

Over the years, the CHP has continued to grow and change, and has assumed many more responsibilities. Today the organization includes a diverse group of men and women that ensures that the responsibilities of the Department are carried out professionally and efficiently.

3. CHP GEOGRAPHICAL JURISDICTION/ORGANIZATION.

Since California is comprised of 158,693 square miles from Oregon to the Mexico Border, the terrain, weather conditions and roadways are extremely diverse (Annex 1-A). The CHP patrols all state freeways in the 58 counties, including those within city boundaries. These freeways include interstate routes, U. S. routes, and state routes. The Department has traffic jurisdiction on all public streets and highways in unincorporated areas under State and county control. In all, there are more than 98,000 miles of roadway within the CHP's jurisdiction.

The California Highway Patrol is divided into eight geographical Divisions covering the entire State of California (Annex 1-B). Personnel ranking from Division Chief to Traffic Officer command each Division. These ranking officials, along with civilian personnel,

command and operate Communication Centers and Commercial Vehicle Inspection and Scale Facilities posted throughout their geographical jurisdiction. Together these posts provide services to ensure public safety and security as well as to ensure lawful and efficient use of the highway transportation system. To oversee the CHP Divisions, CHP Headquarters in Sacramento provides general support to the various CHP programs, disseminates policy and procedure and provides training to run these programs.

4. FULL PEACE OFFICER POWER.

The Department's primary purpose is to ensure public safety and provide responsive service to the residents of California. The Department's mission is met through the management of traffic on California's highways, roadways, and assigned surface streets. Traffic management consists of various responsibilities that include accident prevention, emergency traffic and/or incident management, law enforcement duties, and assistance to allied agencies and the public. Additionally, the CHP has the responsibility for investigation of all crimes that occur on state property, and protection of state buildings, state supreme court justices, and appellate court justices. The following is a list of some of the diverse positions necessary to accomplish and maintain these services.

- | | | |
|--------------------------|---------------------------|------------------------|
| • Motorcycle Officer | • Air Operations | • Academy Instructor |
| • Recruiting Officer | Pilot/Observer | Staff Officer |
| • Commercial Vehicle | • Drug Recognition | • Dignitary Protection |
| Enforcement Officer | Expert | • Multi-disciplinary |
| • Weapons Training | • Court Officer | Accident Investigation |
| Officer | • Safety Services | Team |
| • Evidence Officer | Program Officer | • Equestrian Patrol |
| • Advanced Accident | • Background Investigator | • Bicycle Patrol |
| Investigation Officer | • Auto Theft Investigator | • Capitol Protective |
| • Field Training Officer | • Training Coordinator | Services |
| • Canine Officer | • Community Services | • Court Services |
| • Public Affairs Officer | Officer | |

5. THE CHP ACADEMY.

The California Highway Patrol Academy is one of the most modern complete law enforcement training facilities in the United States and is recognized as one of the finest law enforcement training institutions in the world. The primary function of the

Academy is to provide basic training for newly appointed California Highway Patrol Cadets. The Academy can accommodate over 300 cadets at any particular time. Its secondary function is to provide specialized in-service refresher training and other related training for CHP employees or allied agencies. These courses include specialized classes such as traffic accident reconstruction training, emergency vehicle operations training, tactical riot training, general law enforcement training, and motorcycle enforcement training. Providing the best training available using modern methods is a trademark of the CHP Academy.

The dining facility seats 400 persons and food is served cafeteria style, three times daily. A recreation room is available for students' use during leisure hours. The Staff Office is located in the recreation building and is staffed by an officer 24 hours a day.

The multi-purpose room serves as a gymnasium and an auditorium for graduation ceremonies. It has a full-length basketball court, exercise machines, weight training equipment, and a whirlpool bath. A large water safety tank is used to teach water safety and underwater vehicle extraction rescue training. The underwater viewing room allows students and instructors to observe rescue techniques. Additional physical training facilities consist of a quarter-mile running track; a 442-foot long obstacle course; 2.5, 3.2, and 4.2-mile running trails; and a softball field.

There are eight Academy classrooms. Each classroom is equipped with a video projector, audiovisual equipment, and connecting cables for computer generated classroom presentations.

In addition to learning agency specific policies and procedures, cadets are academically responsible for 42 "learning domains" mandated by the Commission on Peace Officer Standards and Training (POST), which was established by the Legislature to set minimum selection and training standards for California law enforcement. During the 26-week program, cadets receive over 1,400 hours of training.

The Emergency Vehicle Operations Course (EVOC) is famous throughout the world as the finest law enforcement driver training program available. The facility consists of a 2.3-mile, high performance driving track, two skid recovery practice areas, and a defensive driving complex. Additional riding facilities are provided for motorcycle enforcement training.

The Weapons Training Unit has both an indoor and outdoor range, each equipped with 30 electronically controlled moving targets. Each area has lighting which can be controlled to simulate different environmental conditions or to allow training during hours of darkness.

CHP GEOGRAPHICAL JURISDICTION/ORGANIZATION



CHP GEOGRAPHICAL ORGANIZATION

NORTHERN DIVISION REDDING

Crescent City
Humboldt
Garberville
Red Bluff
Cottonwood Inspection Facility
Redding
Susanville
Yreka
Mt. Shasta
Dunsmuir Grade Inspection Facility
Ukiah
Clear Lake
Williams
Willows
Quincy
Alturas
Trinity River

VALLEY DIVISION SACRAMENTO

Sacramento Communications Center
Auburn
Gold Run
Truckee
Donner Pass Inspection Facility
Grass Valley
Oroville
Chico

Placerville
South Lake Tahoe
North Sacramento
South Sacramento
San Andreas
Stockton
Tracy
Woodland
Yuba-Sutter
Amador

CENTRAL DIVISION FRESNO

Bakersfield
Grapevine Inspection Facility
Sonora
Buttonwillow
Fort Tejon
Fresno
Hanford
Madera
Mariposa
Merced

Los Banos
Chowchilla River
Inspection Facility
Modesto
Visalia
Porterville
Coalinga

INLAND DIVISION SAN BERNARDINO

Inland Communication Center
Bridgeport
Bishop
Mojave
Needles
Barstow
Riverside
Victorville
Rancho Cucamonga
San Bernardino
Arrowhead
Morongo Basin

GOLDEN GATE DIVISION VALLEJO

Golden Gate Communications Center
Contra Costa
Napa
Redwood City
San Francisco
San Jose
Hayward
Nimitz Inspection Facility
Marin
Santa Rosa
Solano
Cordelia Inspection Facility
Oakland
Dublin
Mission Grade Inspection Facility

COASTAL DIVISION SAN LUIS OBISPO

Santa Cruz
Hollister-Gilroy
Gilroy Inspection Facility
Monterey
King City
Templeton
San Luis Obispo
Santa Maria
Buellton
Santa Barbara
Ventura
Conejo Inspection Facility

SOUTHERN DIVISION LOS ANGELES

Los Angeles Communications Center
Baldwin Park
South Los Angeles
East Los Angeles
Newhall
Castaic Inspection Facility
Antelope Valley
Santa Fe Springs
West Los Angeles
Altadena
West Valley
Central Los Angeles

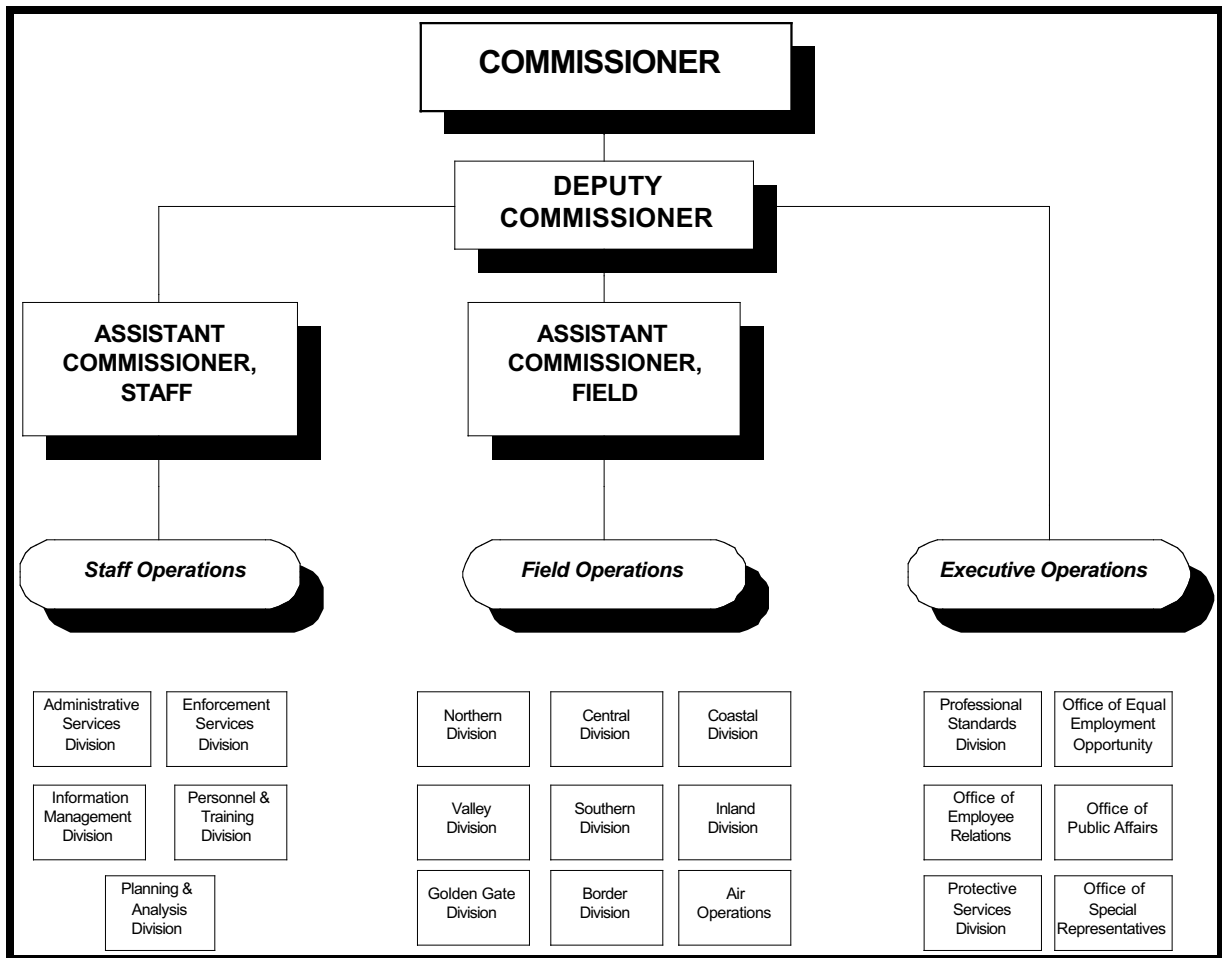
BORDER DIVISION SAN DIEGO

Border Communications Center
Winterhaven
El Centro
Calexico Inspection Facility
Indio
San Diego
Otay Mesa Inspection Facility
Oceanside
San Onofre Inspection Facility
San Geronimo Pass

Desert Hills Inspection Facility
Blythe
Westminster
Santa Ana
Orange County Communications Center
El Cajon
Temecula
Rainbow Inspection Facility
Capistrano

Rev. 9-98

CHP ORGANIZATIONAL CHART



Rank Structure - Commissioner, Deputy Commissioner, Assistant Commissioner, Deputy Chief, Assistant Chief, Captain, Lieutenant, Sergeant, Officer

CHAPTER 2

SELECTION PROCESS

CADET, CALIFORNIA HIGHWAY PATROL

Cadet, California Highway Patrol (CHP), is the entry level training classification for qualified persons to learn the duties of a CHP Officer. **All** CHP Officers begin their careers at this classification. Applications for Cadet, CHP, are accepted on a continuous basis. Examinations are conducted statewide, four times a year in each field Division.

There are seven separate test phases in the cadet selection process. With the exception of the Qualifications Appraisal Panel (QAP) Interview, all tests are scored on a pass/fail basis. Typically, the testing process requires an average of nine months to one year to complete. The sequence is listed below:

- Application
- Written Examination
- Physical Ability Test (PAT)
- Qualifications Appraisal Panel (QAP) Interview
- Psychological Evaluation
- Background Investigation
- Medical Evaluation

1. MINIMUM REQUIREMENTS FOR ELIGIBILITY FOR THE EXAMINATION.

- a. Age. 20 to 35 years of age. By State law, the maximum age for examination is 35 years. Successful applicants must be at least 21 years of age at the time of Academy graduation.
- b. Education. High school diploma from a United States (U. S.) institution or a general equivalency diploma (GED).

c. Citizenship. An application for U. S. citizenship must already be in process before you can begin the testing process. You must be a U. S. citizen at time of appointment to the CHP Academy.

d. Character. No felony convictions.

2. PHYSICAL CONDITION.

a. Good health, sound physical condition.

b. Normal hearing.

c. Freedom from any physical or mental condition that would interfere with the full performance of the essential duties of an Officer, CHP.

d. Vision. The applicant must read from a standard Eye Test chart. If eyeglasses or hard contact lenses are worn, uncorrected vision must be no less than 20/40 in each eye and corrected to 20/20 in each eye. Applicants who have successfully worn soft contact lenses for the past 12 months are not required to meet an uncorrected standard as long as their corrected vision is 20/20 in each eye. At least four quarterly checks for vision stabilization are required for applicants who have had any eye surgery. Normal color vision is required as assessed by the Farnsworth-D-15 test. An X-Chrom Lens is prohibited.

3. APPLICATION. Each applicant must submit a State of California, California Highway Patrol Cadet Application, CHP 678 (Annex 2-A) designed to process electronically, and the State of California Examination and/or Employment Application (STD 678) (ANNEX 2-B), which will be accepted for this examination prior to the QAP interview. Applications can be obtained from any CHP office, by calling a CHP recruiter at 1-888-4 A CHP JOB (888-422-4756), or by submitting your name and mailing address via e-mail at recruiting@chp.ca.gov.

4. WRITTEN EXAMINATION. NOTE: **An applicant must pass BOTH portions of the written examination.** The written examination was developed by the CHP and the Commission on Peace Officer Standards and Training (POST) to determine if the applicant possesses the **minimum** reading and writing proficiency needed to successfully perform the duties of a CHP officer. **This is not a test of law enforcement or knowledge of the CHP.**

- a. The written examination has two components:
- (1) A Written Essay. The topic will be general (e.g., “describe a time you taught someone a skill and what you learned from that experience”). Your writing skills are judged on format, content, grammar, spelling, and punctuation. Forty minutes is allowed to complete this portion of the examination. See Annex 2-C for samples of scored essays.
 - (2) Multiple Choice And Fill-In-The-Blank. There are approximately 125 questions covering spelling, vocabulary, grammar, and reading comprehension. Two hours and 30 minutes is allowed to complete this portion of the test. See Annex 2-D for a sample written test.
- b. Written Examination Preparation. Applicants often ask how they can prepare for the written examination phases of the cadet testing process. There are several options to consider:
- (1) Study books that review reading comprehension skills, and English composition, including grammar and spelling.
 - (2) Study books that pertain to taking law enforcement examinations.
 - (3) Enroll in college or an adult school course that emphasizes English, reading comprehension, and writing skills.
 - (4) Develop a self-improvement writing program.
- c. Reading and Writing Self-Improvement Books. Whereas we may suggest books and guides, we do not require the purchase of, nor endorse, any publication to applicants. Since skills vary from applicant to applicant, it would be inappropriate to arbitrarily select books for an individual. If an applicant’s skills/abilities are significantly below the 12th grade level, it is doubtful that any book would be enough to ensure success on the written examination.
- There are many publications available at local libraries and bookstores that provide instruction on improving reading and writing skills. Select publications comprehensive to reading and writing skills at or beyond the 12th grade level.
- d. Law Enforcement Examination Books. Also available at libraries and bookstores are books pertaining to civil service or law enforcement examinations. These may be helpful for applicants who believe their skills are sufficient to pass the written examination but want to become familiar with civil

service/law enforcement examination questions. A successful applicant recently brought one such book to our attention, developed primarily for the Cadet, CHP, position: Complete Preparation Guide, State Police Exam California, ISBN1-57685-005-6, published by Learning Express.

e. Preparatory Courses. If an applicant has not written in essay form for a long time, or if he/she feels that knowledge of grammar is inadequate, it might be useful to take a writing course at a local college. A number of grammar handbooks exist, which can be located at almost any bookstore, especially college bookstores. One very popular handbook is called Easy Access: *The Reference Handbook for Writers*, by Katherine Adams and Michael Keene (Mayfield Publishing). This text includes a section on English as a second language. One caution: the study of grammar without writing practice seldom improves writing.

Perhaps the most effective option is for an applicant to take college or adult education courses on English composition and writing. This ensures that the applicant is receiving professional instruction on correct and effective writing from staff with proper credentials. The instructors are able to determine the skill level of the students, and recommend the appropriate remediation necessary for proficiency.

As a complement to this instruction, the applicant should also consider speech courses. Most speech instructors include lessons on logical thought processes and topic organization. This training would also enhance the applicant's competitiveness at the QAP.

f. Personal Self-Improvement.

(1) Some applicants may not have the time and/or the financial assets to consider the preceding options. Another suggestion an applicant may consider is to start a diary or journal.

(a) The applicant should write one or two pages on what he/she accomplished that day, or perhaps record his/her daily personal thoughts.

(b) The applicant should have access to a dictionary and thesaurus for help with spelling and vocabulary improvement.

(c) After writing out his/her activities or thoughts, the applicant should read the daily entries aloud.

(d) This exercise allows the applicant to hear what he/she has written. Oftentimes, what is written on paper sounds completely different when read aloud. By repeating this exercise daily, applicants can improve their reading, writing, and verbal skills.

(2) Applicants must decide what course of study will be their best option. Ultimately, having a 12th grade reading and writing skill level is the key to passing the written examination phase for the Cadet, CHP.

g. Helpful Hints for the Essay Portion of the Test. *Examples/information from Scott Foresman's, *Handbook for Writers*.

(1) *Some advice when taking an essay examination:

(a) Read the question carefully.

(b) Underline key verbs that tell the writer what to do with the topic (e.g., Describe, Analyze, Classify, Compare, Contrast, Discuss);

(c) Do not pad your response;

(d) Write clearly/print legibly;

(e) Allow time to proofread the essay.

(2) *What makes an essay examination response successful?

(a) Attention to the question posed;

(b) Clear, strategically organized answers;

(c) Sufficient evidence to support the writer's assertions.

(3) Use proper essay format.

(a) Opening paragraph purpose:

1 To make a commitment, either announcing or suggesting the subject of an essay.

2 To set the tone of the essay and indicate the direction it will go.

3 To draw the reader into the essay and get him or her to read it.

(4) Body Purpose:

(a) The body will consist of several paragraphs. These paragraphs will address what you identified in the opening paragraph.

(5) Concluding Paragraph Purpose:

(a) To give the reader the sense that the writer has brought the paper to a satisfactory conclusion.

h. Preparing for the CHP Essay Examination. The best way to prepare for the CHP Essay Exam is, of course, to write. The following information provides the scoring guide used when grading the written test essays, a group of scored essays, and four sample essay questions. The sample questions should let the applicant know what is expected, and provide some samples for practice. The essay component is a 40-minute examination, so the applicant should practice by giving himself/herself timed writings. As the "Sample Scored Essays," (Annex 2-C) are reviewed, it should be noted that typewritten essays make the errors and other problems more noticeable than they would be when handwritten.

i. Some Specific Language Problems. In hurried first-draft writing, many people tend to make errors. A few such errors will not cause failure on the CHP Essay Examination. However, if the essay contains a large number of errors or a great variety of errors, the essay will receive a lower score.

It is important the applicant allow time (at least a few minutes) to proofread the essay when completed. Some essays are plagued by errors, especially errors that obscure meaning. Usually, writers who take time to proofread their work can get rid of many errors. A number of other specific grammar or language problems should be noted.

(1) Shifting from one verb tense to another is using past, present or future tense in the same sentence, e.g.,

“He got out of his car then starts to yell.”

(2) Sentence fragment is a group of words that does not form a complete sentence; e.g.,

“Which is what I meant.”

(3) Running two sentences together without appropriate punctuation is a common error; e.g.,

“They played ball today: they lost the game.

(4) Using a comma to connect two sentences is still incorrect and inappropriate; e.g.,

“We entered the house without making any noise, we heard a scuffling noise from the bedroom.”

(5) Loss of past tense endings when the context is clearly past tense constitutes an error; e.g.,

“Yesterday we reach our destination and then we call home.”

(6) Lack of subject-verb agreement is another common error; e.g.,

“The boys was going to the beach that afternoon.”

(7) Repeated spelling errors will lower the score on an essay. Applicants should be able to spell commonly used words. Applicants should make a list of words they find difficult to spell, and work to master them. Some common confused spellings include the following: there/their/they're; your/you're; its/it's; hear/here; and our/are.

j. Why Essays Fail. Essays fall into the lower half of the scoring range for a variety of reasons. The scoring guide (shown in paragraph 4.k.) should make clear why essays fail. However, more discussion might be helpful.

(1) Some essays are difficult to follow. The writer may know what he or she means, but a reader has difficulty following the writer's thoughts. In the “Sample Scored Essays” section, the essay with a score of “3” not

only contains a number of errors, but seems to leave out details and reasons that would make the essay clearer.

(2) Some essays do not provide sufficient relevant detail or fail to explore ideas in any depth. The general instructions for the essay exam call for a fully developed essay. Essays that are only a handwritten half page will probably not have sufficient development.

(3) The essay questions ask the applicants to write about a specific incident. Some applicants choose, instead, to write about a more generalized situation, which misses the point of the topic (e.g., "Whenever I teach, I follow these rules."), as opposed to ("What my elementary school students learned from my teaching."). In the "Sample Scored Essays" packet, the essay with a score of "2" exemplifies this generalized approach. The purpose in asking for a specific incident is that this task most nearly replicates the body of a police report.

k. Scoring Guide. The essays are graded on a scale of "1" to "6", by two different university English studies personnel, based on the criteria listed below. The combined score must be a "7" or higher to pass.

(1) Range of Scores.

6 The "6" essay will be fluent, well developed, and well organized. It will show clear command of language and will be relatively free of errors in sentence structure, grammar, and mechanics.

5 The "5" paper, despite occasional faults, will be generally well written and well organized. It will be less fluent and less detailed than the "6" paper, but will demonstrate greater facility than the "4" paper.

4 The "4" paper will demonstrate basic writing competence, though it may have some problems in sentence structure, diction, or mechanics, or have limited development.

3 The "3" paper may not provide adequate development, may lack detail and specificity, or may be poorly organized. It usually has problems in diction, grammar, and mechanics.

2 The "2" paper may lack coherence or adequate development. Generally, it will be marred by multiple errors in sentence structure, grammar, and mechanics. It suggests the writer needs to spend more time practicing writing.

1 The “1” paper will suggest the writer needs to spend more time practicing writing.

I. Sample Essay Questions.

(1) Below are four sample essay questions. They are typical of the kind of question you will face on the examination. These questions ask you to write about a specific incident and then to reflect upon the experience. These questions are intended to test the applicant's ability to write a clear, coherent narrative—much like what one expects in good police report writing: the ability to provide ample and appropriate detail and to draw well-reasoned conclusions.

(a) “All of us have had experiences when everything went right, when we succeeded at something we tried, in spite of odds against success. Describe a difficult task that you carried out successfully or a difficult goal that you achieved. Explain how you went about it and what you learned from the experience of overcoming the odds.”

(b) “Events or situations in our lives often produce unexpected responses. We may find ourselves reacting in better or worse ways than we would have thought. Write about a time when your reactions to an event or a situation in life were not what you would have expected. Describe the event and explain how your response surprised you.”

(c) “Write an essay about a point in your own life when you felt that you did not receive proper recognition or praise for something you did. Describe the situation, indicate what rewards you anticipated, why you expected them, and why you felt you were not properly rewarded.”

(d) “Write about a potentially explosive situation, where tempers of the involved parties were hot. Describe the situation and explain what you did to neutralize it.”

(2) These questions, as with other essay questions that appear on the Cadet essay test, are comprised of two parts. First, the question asks the applicant to recall or consider a specific incident, event, or situation from personal experience or observation. The second part of the question asks the applicant to reflect in some fashion upon that experience. This two-part question is designed to assess the

applicant's ability to compose a clear, coherent narrative - much like one needed in good law enforcement writing. This requires the ability to address a specific issue, to provide ample and appropriate detail, and to develop well-reasoned conclusions.

(3) Although a fluent writing style marked by sentence variety and language control is a skill learned over a lifetime, by following the four test-taking pointers, the applicant can be sure to improve their score on the Cadet essay test.

(a) By taking the time to read the question, the applicant will be able to respond effectively to the writing task. Raters report that they occasionally see exceptionally well-written essays that have little or nothing to do with the question asked; and such essays are invariably assigned a failing score. First and foremost on the essay test, the applicant must respond directly and effectively to the writing task. Applicants should carefully read the question, and then ensure the response addresses that specific question.

(b) By taking the time to plan the response, the applicant's essay can be coherently and logically organized and fully developed. Those who proctor the essay test report that they can usually identify almost immediately those applicants who will invariably fail the tests. Those are the applicants who begin writing immediately. Applicants should be aware that the amount of time allocated to the essay test is sufficient for up to five minutes of planning the response before the applicant begins writing even the first word. There is an old adage that states that those who fail to plan will plan to fail, and that adage consistently proves to be true on the Cadet essay test. Good writers invariably know the conclusion to the story they are writing even before they begin it, and applicants should try to do the same. In planning, applicants should remember that in a good essay, as in a good oral presentation, the applicant should first tell the readers (or listeners) what he/she is going to tell them; then tell them; and, finally, tell them what he/she told them. In other words, a good essay will have an effective beginning, or introduction; a central body or narrative; and a meaningful summary or conclusion. The essay will be most likely to be coherently and logically organized and fully developed when the applicant takes the time to plan the response.

(c) By taking the time allotted, the applicant is most likely to explore the issues thoughtfully and in depth. The Cadet essay test is not a race to see which test-taker can finish first, and yet test proctors report that it appears to them that many who take the test seem to approach it that way. When planning the response, applicants should develop it such that it will be sufficiently thorough and well developed which may require the applicant to write for virtually the entire allotted time. Raters do not score essays based on the number of words, but they do assign low scores to essays that do not explore the issues thoughtfully and in depth. There is virtually a one-to-one correspondence between the length of the essay and the score assigned to it by the raters. There is no need for a applicant to rush the response. Equally important, there is no need to finish early. Applicants should not fail to take the time allotted.

(d) By taking the time to proofread the work, the applicant can check to ensure the essay is generally free from errors in mechanics, usage, and sentence structure. Raters who score the essay test typically assign passing scores to essays that are generally free from errors in mechanics, usage, and sentence structure. And yet, virtually all writers tend to make such errors in a hurried, test-taking situation. By proofreading their work, applicants may spot these types of errors and be able to quickly correct them. In fact, raters assume that the essays they score have been proofread by the writer, and that any such errors that remain are not careless errors, but actual writing deficiencies. Applicants should be sure to allow a few minutes to proofread the essay before time is called. If, after proofreading it once, time has still not been called, then the applicant should proofread it again! The applicant should search for errors in mechanics, usage, and sentence structure right up to the point where time is called. Read the question carefully.

STATE OF CALIFORNIA CALIFORNIA HIGHWAY PATROL CADET APPLICATION
INSTRUCTIONS, CHP 678, PAGE 2

6. **SOCIAL SECURITY NUMBER.** Fill in the following order: month, day and year. For example, if your birthday is February 1, 1970, you would fill in 0201170 and blacken the corresponding ovals.
7. **BIRTH DATE.** Print your birth date in the following order: month, day and year. For example, if your birthday is February 1, 1970, you would fill in 0201170 and blacken the corresponding ovals.
8. **SEX.** You must indicate your gender.
9. **EQUAL EMPLOYMENT OPPORTUNITY.** To aid the State of California in its commitment to equal employment opportunity (EEO), applicants are asked to provide the EEO information. Please blacken the one oval which best describes your race/ethnicity.
10. **STREET NUMBER.** If your address is 4005½ E St. #8C, you would fill in 4005½ for the street number, and blacken the corresponding ovals.
11. **STREET NAME AND APARTMENT NUMBER.** Abbreviate your street name if it exceeds the number of boxes available.
 - For apartment dwellers: leave one space between the street name and the # sign, followed by the actual apartment number. For example, if your street address is 4005½ E St., Apartment #8C, you would fill in: E ST #8C for the street name and apartment number, and blacken the corresponding ovals.
 - For Post Office Boxes: as an example, if your mailing address is P.O. Box 12345, you would fill in: P.O. BOX 12345, and blacken the corresponding ovals.
12. **CITY.** You must leave one space between words if your city name consists of two words or more. For example, if you live in Los Angeles, fill in LOS ANGELES and blacken the appropriate ovals. Abbreviate your city if it exceeds the number of boxes available.
13. **STATE.** Print the two-digit abbreviation for your state.
14. **ZIP CODE.** Print your five-digit zip code and, if known, your four-digit zip code extension. Zip code extension is not required.
15. **TELEPHONE NUMBER.** Include the telephone number where you can be reached between 8:00 a.m. and 5:00 p.m. Print your area code in the first three spaces, and your telephone number in the remaining seven spaces.
16. Recheck all responses and make sure the necessary ovals are blackened.
17. **SIGNATURE AND DATE.** Sign and date the form using a pencil.

Mail the Application in the pre-addressed envelope to:

California Highway Patrol
038 - Selection Standards and Examinations Section
P.O. Box 942898
Sacramento, California 94298-0001

CADET APPLICATION

[illegible]

[illegible]

EXAMINATION AND/OR EMPLOYMENT APPLICATION, STD 678 - PAGE 1

STATE OF CALIFORNIA

EXAMINATION AND/OR EMPLOYMENT APPLICATION

STD 678 (REV. 4-87) Page 1

Applications will be processed ONLY for classifications where an examination is in progress and the published final filing date has not passed, or for vacant positions where a department requests an application.

PRINT OR TYPE—PLEASE SEE INSTRUCTIONS ON BACK PAGE

APPLICANT'S NAME (Last) (First) (MI)		SOCIAL SECURITY NUMBER
MAILING ADDRESS (Number) (Street) (City) (County) (State) (ZIP CODE)		WORK TELEPHONE NUMBER () ()
		HOME TELEPHONE NUMBER () ()

EXAMINATION(S) OR JOB TITLE(S) FOR WHICH YOU ARE APPLYING

FOR SPOT EXAMINATIONS, ENTER THE LOCATION WHERE YOU WISH TO WORK

ANSWER THE FOLLOWING QUESTIONS: (Answer questions 8, 9, 10, and/or 11 only if the examination indicates they are required.)

- Enter the county in which you would like to take the examination if different from the county of your residence: _____
- Do you need reasonable accommodation to take an interview or written test? _____ YES ☐ NO ☐
- Do your religious beliefs prevent you from taking an examination on Saturday? _____ YES ☐ NO ☐
- Are you now employed by the State of California? (If "YES", fill in the information below.) _____ YES ☐ NO ☐
Department: _____ Subdivision: _____
- Have you ever: (If "YES", give details in item 12 and refer to the instructions for further details.)
a. Been dismissed or fired from a position for any reason? _____ YES ☐ NO ☐
b. Resigned from or quit a position while under investigation or after being informed discipline would be taken against you, or during an appeal from a disciplinary action? _____ YES ☐ NO ☐
c. Been rejected or told you would not receive permanent or continued employment during any type of probationary or trial period on the job? _____ YES ☐ NO ☐
- In addition to English, list any other languages you speak, read, or write fluently: _____
- I certify I can type at a speed of _____ words per minute. (For typing applicants only.)
(Answer Questions 8, 9, 10, and/or 11 ONLY if the examination indicates they are required.)
- Do you meet the minimum and/or maximum age requirements? _____ YES ☐ NO ☐
- Do you possess a valid California Driver License? (If "YES", fill in the information below.) _____ YES ☐ NO ☐
License #: _____ Class: _____ Restrictions: _____
- Have you ever been convicted by any court of a misdemeanor crime of domestic violence? _____ YES ☐ NO ☐
- Have you ever been convicted by any court of a felony? _____ YES ☐ NO ☐

12. EXPLANATIONS

CERTIFICATION—IMPORTANT—PLEASE READ BEFORE SIGNING—If not signed, this application may be rejected.

I certify under penalty of perjury that the information I have entered on this application is true and complete to the best of my knowledge. I further understand that any false, incomplete, or incorrect statements may result in my disqualification from the examination process or dismissal from employment with the State of California. I authorize the employers and educational institutions identified on this application to release any information they may have concerning my employment or education to the State of California.

APPLICANT'S SIGNATURE _____ DATE SIGNED _____

APPLICANTS—DO NOT USE THE SPACE BELOW—FOR PERSONNEL USE ONLY

Classes	01	02	03	04	05	06	Flags	FOR PERSONNEL USE ONLY
WC for Series							WC	STATUS <input type="checkbox"/> ACCEPTED <input type="checkbox"/> REJECTED/VC
RC/Reg for Series								EXPERIENCE LICENS. REQUIREMENT
CODES								EDUCATION OTHER
								STAFF EARL PROCESSED

EXAMINATION AND/OR EMPLOYMENT APPLICATION, STD 678 - PAGE 2

STATE OF CALIFORNIA					
EXAMINATION AND/OR EMPLOYMENT APPLICATION					
STD. 678 (REV. 8-97) Page 2					
APPLICANT'S NAME (Last)		(First)		(M.I.)	
				SOCIAL SECURITY NUMBER	
13. EDUCATION					
DID YOU GRADUATE FROM HIGH SCHOOL? <input type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> IF NOT, DO YOU POSSESS A GED OR EQUIVALENT? <input type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> IF NOT, ENTER THE HIGHEST GRADE YOU COMPLETED					
UNIVERSITY OR COLLEGE NAME AND LOCATION (Include campus address, phone or e-mail address)	COURSE OF STUDY	UNITS COMPLETED		DIPLOMA, DEGREE OR CERTIFICATE OBTAINED	DATE COMPLETED
		SEMESTER	QUARTER		
14. LIST BELOW VALID LICENSES, CERTIFICATES OF PROFESSIONAL OR VOCATIONAL COMPETENCE, OR MEMBERSHIP IN PROFESSIONAL ASSOCIATIONS CALLED FOR IN THIS EXAMINATION ANNOUNCEMENT. (If you are an attorney, please include first and last name information if the examination announcement requires it.)					
LICENSE/CERTIFICATION NUMBER	DATE ADMITTED TO THE BAR	EXPIRATION DATE	IN THE SPACE BELOW, INDICATE SPECIFIC COURSE REQUIREMENTS NEEDED TO SATISFY REQUIREMENTS FOR THIS EXAMINATION		
15. EMPLOYMENT HISTORY--Begin with your most recent job. List each job separately.					
FROM (MM/DD/YY)	TO (MM/DD/YY)	JOB TITLE/CLASSIFICATION (Include Range or Level, if applicable)			
HOURS PER WEEK	TOTAL EARNED (Yearly)	COMPANY/STATE AGENCY NAME			
SALARY EARNED		ADDRESS			
\$ PER					
DUTIES PERFORMED					
REASON FOR LEAVING					
FROM (MM/DD/YY)					
TO (MM/DD/YY)					
JOB TITLE/CLASSIFICATION (Include Range or Level, if applicable)					
HOURS PER WEEK					
TOTAL EARNED (Yearly)					
COMPANY/STATE AGENCY NAME					
SALARY EARNED					
ADDRESS					
\$ PER					
DUTIES PERFORMED					
REASON FOR LEAVING					

EXAMINATION AND/OR EMPLOYMENT APPLICATION, STD 678 - PAGE 3

STATE OF CALIFORNIA		
EXAMINATION AND/OR EMPLOYMENT APPLICATION		
SFB 678 (REV. 8-95) Page 3		
APPLICANT'S Social Security Number		SSN
15. EMPLOYMENT HISTORY (Continued)		
FROM (MM/YY)	TO (MM/YY)	JOB TITLE/CLASSIFICATION (Include Range or Level, if applicable)
HOURS PER WEEK	TOTAL WORKED (Hours/Month)	COMPANY/STATE AGENCY NAME
SALARY EARNED		ADDRESS
\$	PER	
DUTIES PERFORMED		
REASON FOR LEAVING		
FROM (MM/YY)	TO (MM/YY)	JOB TITLE/CLASSIFICATION (Include Range or Level, if applicable)
HOURS PER WEEK	TOTAL WORKED (Hours/Month)	COMPANY/STATE AGENCY NAME
SALARY EARNED		ADDRESS
\$	PER	
DUTIES PERFORMED		
REASON FOR LEAVING		
FROM (MM/YY)	TO (MM/YY)	JOB TITLE/CLASSIFICATION (Include Range or Level, if applicable)
HOURS PER WEEK	TOTAL WORKED (Hours/Month)	COMPANY/STATE AGENCY NAME
SALARY EARNED		ADDRESS
\$	PER	
DUTIES PERFORMED		
REASON FOR LEAVING		

EXAMINATION AND/OR EMPLOYMENT APPLICATION, STD 678 - PAGE 4

STATE OF CALIFORNIA		
EXAMINATION AND/OR EMPLOYMENT APPLICATION		
STD. 678 REV. 8-87 Page 4		
APPLICANT'S NAME (Last) (First) (Middle)		SOCIAL SECURITY NUMBER
15. EMPLOYMENT HISTORY (Continued)		
FROM (MM/YY)	TO (MM/YY)	JOB TITLE/CLASSIFICATION (include Range or Level if applicable)
HOURS PER WEEK	TOTAL WORKED (hours/months)	COMPANY/STATE AGENCY NAME
SALARY EARNED		ADDRESS
\$	PER	
DUTIES PERFORMED		
REASON FOR LEAVING		
FROM (MM/YY)	TO (MM/YY)	JOB TITLE/CLASSIFICATION (include Range or Level if applicable)
HOURS PER WEEK	TOTAL WORKED (hours/months)	COMPANY/STATE AGENCY NAME
SALARY EARNED		ADDRESS
\$	PER	
DUTIES PERFORMED		
REASON FOR LEAVING		
FROM (MM/YY)	TO (MM/YY)	JOB TITLE/CLASSIFICATION (include Range or Level if applicable)
HOURS PER WEEK	TOTAL WORKED (hours/months)	COMPANY/STATE AGENCY NAME
SALARY EARNED		ADDRESS
\$	PER	
DUTIES PERFORMED		
REASON FOR LEAVING		

EXAMINATION AND/OR EMPLOYMENT APPLICATION, STD 678 - PAGE 5

STATE OF CALIFORNIA				
EXAMINATION AND/OR EMPLOYMENT APPLICATION				
STD 678 (REV. 8-87) Page 5				
EQUAL EMPLOYMENT OPPORTUNITY <i>(For Examination Use Only)</i>				
<p>APPLICANT: To assist the State of California in its commitment to Equal Employment Opportunity, applicants are asked to voluntarily provide the following information. This questionnaire will be separated from the application prior to the examination and will not be used in any employment decisions. Government Code Section 19705 authorizes the State Personnel Board to retain this information for research and statistical purposes.</p>				
SOCIAL SECURITY NUMBER _____				
<table border="0"> <tr> <td>AGE</td> <td> <input type="checkbox"/> (1) UNDER 21 <input type="checkbox"/> (2) 21 - 30 <input type="checkbox"/> (3) 31 - 40 <input type="checkbox"/> (4) 41 - 50 <input type="checkbox"/> (5) 51 AND OVER </td> <td> GENDER <input type="checkbox"/> MALE <input type="checkbox"/> FEMALE </td> </tr> </table>		AGE	<input type="checkbox"/> (1) UNDER 21 <input type="checkbox"/> (2) 21 - 30 <input type="checkbox"/> (3) 31 - 40 <input type="checkbox"/> (4) 41 - 50 <input type="checkbox"/> (5) 51 AND OVER	GENDER <input type="checkbox"/> MALE <input type="checkbox"/> FEMALE
AGE	<input type="checkbox"/> (1) UNDER 21 <input type="checkbox"/> (2) 21 - 30 <input type="checkbox"/> (3) 31 - 40 <input type="checkbox"/> (4) 41 - 50 <input type="checkbox"/> (5) 51 AND OVER	GENDER <input type="checkbox"/> MALE <input type="checkbox"/> FEMALE		
Ethnic Category (Please check the box that best describes your race/ethnicity.) <input type="checkbox"/> (1) AMERICAN INDIAN OR ALASKA NATIVE —Persons having origins in any of the tribal peoples of North America, and who maintain cultural identification through tribal affiliation or community recognition. INTER TRIBAL IDENTIFICATION (AFFILIATION) _____				
<input type="checkbox"/> (2) ASIAN —Persons having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian Subcontinent. This includes China, Japan, and Korea.				
<input type="checkbox"/> (3) BLACK —Persons having origins in any of the black racial groups of Africa.				
<input type="checkbox"/> (4) FILIPINO —Persons having origins in any of the original peoples of the Philippine Islands.				
<input type="checkbox"/> (5) HISPANIC —Persons of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish culture or origin, regardless of race.				
<input type="checkbox"/> (6) PACIFIC ISLANDERS —Persons having origins in the Pacific Islands, such as Samoa.				
<input type="checkbox"/> (7) WHITE —Persons having origins in any of the original peoples of Europe, North Africa, or the Middle East.				
Check if: <input type="checkbox"/> (8) OTHER (Specify) _____				
<input type="checkbox"/> (9) DISABLED —A person with a disability is an individual who: (1) has a physical or mental impairment that substantially limits one or more life activities, such as walking, speaking, breathing, performing manual tasks, seeing, hearing, learning, caring for oneself or working; . . . (2) has a record of such an impairment; (3) is regarded as having such an impairment.				
<input type="checkbox"/> MILITARY —A military veteran; a widow or widower of a veteran; or a spouse of a 100% disabled veteran.				
How did you learn of this Examination? <input type="checkbox"/> TELEPHONE JOB LINE <input type="checkbox"/> WORD OF MOUTH <input type="checkbox"/> INTERNET <input type="checkbox"/> RECRUITMENT IN _____ <input type="checkbox"/> EXAMINATION BULLETIN LOCATED AT _____				
<p>THANK YOU FOR COMPLETING THIS QUESTIONNAIRE</p>				

SAMPLE SCORED ESSAYS

Issue: We all have to make important decisions that may affect our own lives or the lives of others.

Directions: Write about a time when you made such an important decision. Describe the issues that affected your decision and the results.

Score - “6”

My present occupation is that of a manager in a large retail store where I supervise a number of employees of various life experiences and maturity levels. One such employee, whom I'll call Scott, came to work for me some months ago. This was his first job and he seemed immature but in a harmless, charming way. His earnest nature compensated for his immaturity and I decided to hire him on a trial basis.

Through the months that we worked together, I could see him gaining confidence with each new project he was assigned, whether it was meeting and greeting customers or moving and merchandising new products. The improvements in his confidence and maturity were evident every week and I was taking pride in his development.

As evidence of this new pride in his ability to earn a paycheck, Scott purchased a used car and planned to make monthly payments until it was paid for. About the same time he made this purchase he was given a raise in pay. When he received his next check, he noticed a sizable increase in pay but attributed it all to his increase in hourly rate. What had happened though was that he was given more money than he was entitled to but wasn't made aware of it until he had spent it all.

The unfortunate result was that he would be docked on his next few checks a sum that would make up for the overpayment. Scott hadn't planned on such an occurrence and was not prepared to make his car payments with his amended paychecks. Scott was in a very confusing situation and I understood this and suggested that perhaps once the payroll mess had been resolved he would still have time to make the payment. He told me he would take care of it and I assumed the matter was resolved. Much to my dismay, a few days later, Scott was caught trying to steal a very expensive bread maker, presumably so that he could sell it and make enough to settle his car payment.

I was very disappointed in him and brought this to his attention. For awhile, I even considered turning him in to the police in order to impress upon him the seriousness of his act. After some thought, I decided not to turn him in to the police.

Among my considerations affecting this decision was Scott's age and predicament. He had extended himself to buy this car when he was encouraged by me and talk of an increase in pay. Given his lack of experience with payroll procedures, he didn't understand the payroll snafu and what steps would need to be taken to correct it. All these contributing factors caused a somewhat immature young man to act immaturely. I recognized his confusion and predicament and didn't think adding a permanent blemish to his record, such as a criminal offense, would benefit anyone.

Being that we had not lost any merchandise, there was no need for any formal charges. Instead, I conveyed how disappointed he had made me and I told him he would have a lot to prove to me in the future to clear his name. To demonstrate my long-term confidence in him, we arranged for an employee loan in order for him to make his car payment. In this way, it was clear I was on his side and trying to support him.

Since all this confusion has been resolved, Scott has been an exemplary employee and a benefit to all. He demonstrates to all the new employees the proper way to conduct their respective responsibilities. His trust in me is also something I feel very good about as a result of this incident. At this point, I can say that both Scott and I are better for having dealt with this situation.

Score - “5”

In May of 1990, I made a decision that has changed the course of my life. I chose to return to college and pursue a degree in criminal justice. In making this decision, there were a number of critical factors which played a role in influencing me.

To provide a little background information that is important, I dropped out of school in Illinois because I didn't like it and was not doing well at all. I moved to California and began the process of looking for an occupation. A friend suggested that I take a career counseling course at the University of California at Los Angeles. This proved to be the first factor influencing my decision to return to college. During the career counseling course, I was given 25 hours of aptitude and achievement tests. When I completed the tests, they were scored and evaluated by a psychologist and career counselor. When I met with the counselor to review the results, I was shocked. I had always believed myself to be athletic and not very intelligent. What the results showed was that my IQ. was above average and I excelled on most of the tests. The counselor advised that I return to school and pursue a career in a “people-oriented” field since that was what I seemed to be drawn to.

After I had time to slowly review the results, I realized that I had not done well in school because I was afraid to try. It was an empowering feeling to have a completely neutral person tell me I was smart. This began what became the biggest factor in my decision to return to school—the growth of my self-confidence. I was appalled that I had let fear hold me back from trying and I resolved to see what could happen if I tried.

I enrolled in a community college and met an instructor that became another factor in my trek back to school. Dr. Meadows became my mentor and gave me my first A. I took four courses that semester and earned a 4.0 grade point average. I don't believe I have ever been as proud as I was that day. When that semester ended, Dr. Meadows encouraged me to enter a four-year college.

I entered college at California Lutheran University with my major as criminal justice and found that this time I loved it! I looked forward to my criminal justice classes and found that my grades reflected this. I studied more than I thought possible and tried with every ounce of my being.

On May 15, 1993, I walked up and received my degree in criminal justice. I made it through with a grade point average of 3.85 and showed everyone (including myself) what I could do.

Score - “4”

One of the most important decisions I have made within the past year was to apply for a position with the California Highway Patrol. I put a lot of thought and effort into coming to this decision. Various things in my life have helped me to pursue a career with the California Highway Patrol. I would like to elaborate on a few of these items.

Since my childhood, I have always known what is right and wrong. I have parents which have helped me learn how to and how not to treat other people. I have always felt a need to help others. Role models have also helped guide me to make the right decisions. My stepfather, who is an LAPD detective, continues to set high standards which I attempt to meet.

Sports and self-discipline have been a part of my life since age 13. I have continually sought to improve myself both physically and mentally. Football was my chosen sport through high school, martial arts and weight-lifting continue to provide me with the self-discipline I desire. Martial arts has also given me a great amount of self-esteem, which I feel is greatly needed in any career, as well as life.

A major event took place in my life, approximately four years ago, which greatly influenced my decision to apply for a highway patrol position. I was the victim of a random violent crime. Needless to say, this changed my life as I knew it, to one of much deeper awareness for not only life, but other people in general. Another situation affects my decision. I am involved with a lady and her son. I truly want to make a better life not only for myself, but also them. To me, this is a lifetime decision and commitment.

At this point in time, I do not know the final results of my decision. I continue to pursue my goal. And with some drive, and a little luck, I will achieve my goal. If by chance my goal is not achieved, I will utilize what I have learned in pursuit of it, and turn my focus to other career choices which lie ahead of me.

Score - “3”

The most important decisions I made was getting an education and fulfilling that goal. When I was younger in elementary school you sometimes took school lightly and didn't think that what was being hopefully instilled in your mind you would ever need. But as you get older, you then realized that you would be responsible for your future, and the way to do that was to gain knowledge from whatever was available.

I realized that I wanted to attend college when I was around 12 or 13 years old. But before I could do that, I had to complete high school with average grades and pass the ACT exam with a minimum score. Once I got into my junior year I took the exam to get an idea of what it was and to see how well or bad I did. I took the exam again in my senior year and did improve my score somewhat, but not to what I wanted it to be.

When I graduated from high school, I attended college and decided to major in Marketing, because of my interest in business. Making that decision was also important, relative to the fact that there were many different areas of business you may concentrate on.

Graduating from college, getting a good education, I think has affected my life and may family's lives as well.

Score - "2"

I am currently employed as a detention officer. I deal with convicted felons in this facility. My duties are to supervise the movement of these people, to enforce the rules and regulations, follow policies and procedures and to write a daily report. As a detention officer, I am constantly making decisions that affect the lives of the people detained in my assigned post. For instance, when dealing with the television channel selections, some times a group of five or more wants to see a particular program and another group wants to see a different program, a conflict arises which sometimes lead to a physical encounter among them. When or before a conflict arises, I intervene and counsel them regarding the situation at hand, one I established a reasonable agreement favorable to both side, the security of my assigned post is again operating with ease. In my two years working in this facility, I have made important decisions that have affected not only the life of the inmates but that of a fellow officer and friends, and as a result have established the security and smooth operation of the facility.

SAMPLE WRITTEN TEST

(Answer key follows test)

MULTIPLE CHOICE TEST

A. SENTENCE CLARITY. (15 questions)

Identify the sentence(s) that is most clearly written:

Example #1

- a. Even though they have spiked hair, wear leather, and roar through town on noisy motorcycles whenever they get bored. The group has bank accounts that make it respectable in Ruralia.
- b. Even though they have spiked hair, wear leather, and roar through town on noisy motorcycles whenever they get bored, the group has bank accounts that make it respectable in Ruralia.

Example #2

- a. David buffed the fingerprint away. With his new cashmere sweater. Absent-mindedly.
- b. Absent-mindedly, David buffed the fingerprint away with his new cashmere sweater.

Example #3

- a. David came untangled from the lotus position, he balanced his buckets and basket in his hands.
- b. As David came untangled from the lotus position, he balanced his buckets and basket in his hands.

Example #4

- a. The price they paid for the car is a well kept secret speculation is that it was about the same as Coach Rhodes' recruiting budget.

- b. Although the price they paid for the car is a well kept secret, speculation is that it was about the same as Coach Rhodes' recruiting budget.

Example #5

- a. David's whole life now revolved around his Sting Ray he could think of nothing else.
- b. David's whole life now revolved around his Sting Ray; he could think of nothing else.

B. VOCABULARY. (15 Questions)

Choose the word or phrase that most clearly means the same as the underlined word.

Example #1: The man told his wife that she was confused about his identity while she was in the hospital.

- a. Unclear
- b. Misinterpreted
- c. Misconceived
- d. Doubtful

Example #2: The peculiar noises prompted the officer to inspect the trunk of the vehicle.

- a. Funny
- b. Familiar
- c. Strange
- d. Different

Example #3: The supervisor disapproved of the employee's foul comment.

- a. Hated
- b. Disliked
- c. Praised
- d. Tolerated

C. SPELLING. (15 Questions)

Choose the correct spelling of the missing word:

Example #1: After taking a deep _____ he was able to relax.

- a. breeth
- b. breathe
- c. breath
- d. breith

Example #2: The _____ asked the Sergeant to prepare a written summary of the incident.

- a. Leiutenant
- b. Leutenant
- c. Lieutenant
- d. Lewtenant

Example #3: The strange _____ caused much suspicion amongst the people in the neighborhood.

- a. ocurrence
- b. ocrurence
- c. occurrence
- d. occurance

Example #4: The _____ instructor administered a fairly easy final exam.

- a. Pshychology
- b. Psychology
- c. Pyschology
- d. Sychology

Example #5: There is no _____ that everyone who takes the test will pass the exam.

- a. guarentee
- b. gaurantee
- c. guarantee
- d. garentee

D. READING COMPREHENSION.

Example:

From time to time, a police officer may have to appear in court as a witness in a criminal case. The content of his/her statement is very important. The way he/she gives his/her testimony may create a favorable or unfavorable impression in court. He/she should be able to talk about the kind of evidence he/she has seen and where the evidence came from. Otherwise, cross-examination may confuse him/her and reduce the value of what he/she has to say. If he/she reviews his/her facts before testifying, he/she will be prepared to carry out his/her assignment which is to provide accurate information in such a way that its meaning will be understood by the court.

1. When testifying in court, the chief responsibility of a police officer is to?
 - a. Prepare his/her case ahead of time
 - b. Make a favorable impression
 - c. Avoid becoming confused during cross-examination
 - d. Present factual evidence in a clear manner
2. Which one of the following statements regarding testimony by a police officer may be inferred from the passage?
 - a. What he/she says in testimony should make the case stronger
 - b. Not only what he/she says in court is important, but also how he/she says it
 - c. He/she should memorize all the facts which he/she may be asked to give
 - d. How he/she gives his/her testimony is more important than what he/she says

E. READING TEST. (40 Questions)

1. Skim through the passage before attempting to give any answers.
2. Always guess if you do not know the answer.
3. You can miss many words and still do well.
4. Do not let your opinion about a statement influence your choice of words; choose words that are consistent.
5. Put only one letter in each blank.
6. The word must make sense and fit in the spaces in order for you to receive full credit.

READING TEST SAMPLE:

Dear California Motorist:

You are _____(1) at a compilation of statistics that describe in numerical terms the story of the motor vehicle _____(2) accidents that occurred in California in 1989. It is a disquieting story _____(3) of the tremendous amount of human _____(4) and economic loss that are the real substance of _____(5) compilation.

_____(6), it is a heartening story as _____(7) because it depicts the _____(8) chapter in what is now a four-year decline in the state mileage death _____(9).

A state's mileage death rate (MDR) is the _____(10) of traffic fatalities per one million miles of travel. In 1986, California's MDR _____(11) at 2.5. The following year it _____(12) to 2.4 and last year it was down to 2.2.

In 1989, _____(13) descended to 2.1 - once again the lowest in the State's driving _____(14). The most _____(15) single explanation for this four-year decline in the MDR is an increase in _____(16) belt use. At the beginning of 1986, when the State's safety belt law became _____(17), California's safety belt usage rate was around 25 _____(18). As of January 1, 1990, 70.3 percent of our vehicle occupants - passengers as _____(19) as drivers - were buckling up.

That's an _____(20) of better than 45 percent. In human terms, it _____(21) that about 14 million more people _____(22) putting their safety _____(23) on when they get into a vehicle now than _____(24) them on four years ago. The consequence of this has been a dramatic _____(25) in the fatality and serious injury rates because of traffic _____(26).

If you are one of _____(27) currently buckling up, I urge _____(28) to continue doing so, _____(29) short the trip. If you are _____(30) those now traveling unprotected, I say _____(31) you: "Get smart; get it on." And I urge _____(32) of you to obey all the traffic _____(33) and not to drink and _____(34). If we all drive sensibly, we can help keep California's MDR heading in the _____(35) direction: down.

ANSWER KEY:

A. Sentence Clarity

1. b
2. b
3. b
4. b
5. b

C. Spelling

1. c
2. c
3. c
4. b
5. c

B. Vocabulary

1. a
2. c
3. b

D. Reading Comprehension

1. d
2. b

E. Reading Test

- | | | |
|--------------|---------------|---------------|
| 1. looking | 13. it | 25. reduction |
| 2. traffic | 14. history | 26. crashes |
| 3. because | 15. important | 27. those |
| 4. suffering | 16. safety | 28. you |
| 5. this | 17. effective | 29. however |
| 6. But | 18. percent | 30. among |
| 7. well | 19. well | 31. to |
| 8. latest | 20. increase | 32. all |
| 9. rate | 21. means | 33. Laws |
| 10. number | 22. Are | 34. drive |
| 11. stood | 23. Belts | 35. right |
| 12. dropped | 24. put | |

CHAPTER 3

PHYSICAL ABILITY TEST (PAT)

1. NOTIFICATION.

- a. The applicant will be scheduled to take the Physical Ability Test upon receiving notification of passing the written test.

NOTE: In order to participate in this test phase, the applicant MUST bring the following forms which will be collected upon reporting to the PAT.

- A valid picture identification (i.e., driver license, passport).
- State Employment Application (STD. 678) requires information about the applicant's education and employment history for the previous seven years.
- Cadet Arrest and Citation Questionnaire (CHP 446F) requires the applicant's traffic ticket(s) and arrest history. (Annex 3-A)

(The applicant may want to organize this information early so it will be complete.)

- b. Applicants should consider the following suggestions to assist in their performance in the PAT.

- (1) Applicants should not drink any alcoholic beverages for eight hours prior to the test.
- (2) A minimum of three hours should have elapsed since the last meal.
- (3) Applicants should not have engaged in any moderate to heavy physical or emotionally stressful work within two hours prior to the test.
- (4) Applicants should attempt to have a minimum of six hours sleep the night prior to the test.
- (5) If under the care of a physician or taking any prescribed medications, applicants should consult their physician and request approval to participate. Non-prescription medications should not be consumed 24 hours prior to the test.

(6) Applicants should wear loose fitting clothing, preferably exercise clothing and athletic shoes.

c. The Physical Ability Test determines whether the applicant is able to perform the minimum physical standards required of a CHP Officer. The PAT contains the following five sections:

(1) 100 Yard Sprint. The applicant is required to run 100 yards in 20 seconds or less.

(2) Upper Body Strength. There are a total of three measurements.

(a) Shoulder strength adduction requires the applicant to hold a V-shaped device close to the chest with the forearms parallel to the floor and palms facing inward. The applicant pushes the handles of the device together with maximum effort.

(b) Grip strength requires the applicant to squeeze a grip strength tester with a maximum effort.

(c) Dynamic arm. If unable to achieve a minimum score in the shoulder and/or grip strength tests, the applicant is required to pedal a stationary bicycle with his/her arms at a workload of 2.5 kilopounds for up to one minute to reach minimum score.

(3) Trunk Strength Flexion. The applicant is required to exert 113 pounds of force by contracting the abdominal muscles. The applicant is strapped into a harness and is hooked to a device by a cable. The applicant then leans forward while tightening the stomach muscles and reaching for the ground in front of him/her. This motion puts tension on the cable and a gauge measures the applicant's strength. Some back muscle strength and flexion is involved.

(4) Side Step. There are three parallel lines one center line with two outside lines positioned four feet from the center line. In a standing position, the applicant straddles the center line with feet parallel to lines. The applicant side steps to left of the center line until his/her foot touches or crosses the left outside line, then side steps to the right until his/her foot touches or crosses the right outside line. This activity is repeated as many times as possible in ten seconds. Crossing each line, including the center line, earns one point. The applicant must score thirteen points.

(5) 500-Yard Run. The applicant is required to run 500 yards in two minutes or less.

d. Each portion of the PAT test is pass/fail. The applicant is notified of the score after each test. The applicant must pass all five portions to successfully complete the PAT.

e. PAT Preparations. Refer to information provided within the pamphlet entitled "Physical Conditioning for The CHP Cadet Applicants." Engage in a physical fitness program, suited to your health and ability, designed to improve flexibility, muscular strength and cardio-respiratory endurance.

CADET ARREST AND CITATION QUESTIONNAIRE, CHP 446F

STATE OF CALIFORNIA

DEPARTMENT OF CALIFORNIA HIGHWAY PATROL

CADET ARREST AND CITATION QUESTIONNAIRE

CHP 446F (Rev. 8-98) OPI 038

P.O. Box 942898

Sacramento, CA 94298-0001

Instructions: Enter below all arrests or citations and their disposition, regardless of when or where they occurred. All incidents must be listed, even those you believe may have been deleted from your official record, except those that have been sealed, expunged, or destroyed under Penal Code Sections 851.7, 851.8, 1000.5, 1203.45, Health and Safety Code Section 11361.5, 11557, or its successor 11366, when that arrest or conviction was stipulated or designated to be a lesser included offense of the offense of possession of marijuana, or Welfare and Institutions Code Section 781. All traffic citations, regardless of the date received, must be listed. This will supplement the information on your application. It is part of the examination, and you **must** bring it with you to your physical ability test. Department of Motor Vehicles has records for only three years. However, you must list all arrests and citations regardless of date. (Use the space on reverse for any additional arrests or citations information)

NAME (PRINT CLEARLY)

DRIVER LICENSE NUMBER

ADDRESS (INCLUDE NUMBER, STREET, CITY, STATE AND ZIP CODE)

Offense Order	Place and Date of Arrest and/or Citation		Describe specific charge at time of original arrest. Example-- Speeding, drunk driving, petty theft, etc. Do not give just code section.	If original charge was changed, give charge of which convicted. Example-- Drunk driving reduced to reckless driving, burglary to trespassing, etc.	Disposition (guilty, not guilty, dismissed, bail forfeited, etc.)	If guilty show:		Length of Probation; name & address of Probation Officer
	City/State	Month/Year				Date, Place, and Length of Confinement	Amount of time	
1st								
2nd								
3rd								
4th								
5th								
6th								

Have you been involved as a driver in a motor vehicle accident within the past seven years? If yes, indicate date, location, whether at fault, whether injuries occurred, whether cited, and agency taking the report. **Note:** This includes unreported accidents.

☐ Yes ☐ No

Has your driver license ever been suspended or revoked, or has your driving privilege ever been put on probation or restricted? If yes, explain circumstances. Indicate length of restriction and when your driving privilege was reinstated.

☐ Yes ☐ No

☐ I have never been arrested nor given a traffic citation. (You may omit offenses for which the record has been sealed, expunged or destroyed under Penal Code Section 851.7, 851.8, 1000.5, 1203.45, Health and Safety Code Section 11361.5, Health and Safety Code Section 11557, or its successor 11366, when that arrest or conviction was stipulated or designated to be a lesser included offense of the offense of possession of marijuana, or Welfare and Institutions Code Section 781.)

I have listed above all the information requested. I understand that this information is required of all persons seeking employment as peace officers and that Cadets are subsequently appointed as Officers (peace officers) upon successful completion of the training program. I also understand that a thorough independent investigation will be made of my background and that any incident I have omitted may be considered deliberate falsification and may result in the permanent withholding of my name from certification should I be successful in the examination. I understand that this information will be retained in your confidential files.

SIGNATURE

DATE

Destroy previous editions.

0446f898.frp

CHAPTER 4

QUALIFICATIONS APPRAISAL PANEL INTERVIEW (QAP)

1. INTERVIEW. The applicant will be scheduled for an interview upon successful completion of the Physical Ability Test.
 - a. Thirty to forty-five minutes should be allowed for the actual interview. Applicants should arrive at the interview site at least 15 minutes prior to the scheduled interview time. Note: Applicants must have a valid picture identification to be admitted into the interview.
 - b. Attire. Applicants should wear clothing appropriate for a business interview. Dress should be conservative and color coordinated. For men, a suit, coat and tie with dress slacks or a Class A military uniform for military personnel would be acceptable. Likewise for women, a business suit, dress, dress skirt/slacks and blouse or Class A military uniform for military personnel is appropriate.
 - c. Format. The QAP interview determines the applicant's suitability for the position of Cadet, CHP. Questions asked by the panel do not require a law enforcement background. The interview panel has two members: Chairperson - a member trained by the State Personnel Board, and a State Service Representative, usually a CHP Captain, Lieutenant, or Sergeant.
 - d. Applicants will need to demonstrate the ability to speak clearly and concisely and display confidence. Applicants should be prepared to discuss their personal accomplishments, educational background, work history, and their driving and arrest record. Applicants must be open and absolutely honest with all information. The panel may also ask the applicant to solve hypothetical situations. Applicants should be able to demonstrate knowledge of the duties and functions of a CHP Officer and the California Highway Patrol; explain what they have to offer the CHP; and what they have done to prepare themselves for the position of Cadet, CHP. At the close of the interview, the panel will give the applicant an opportunity to ask questions and make a closing statement.
NOTE: Applicants should review the following section entitled "You and Your Interview." (Annex 4-A)

e. Additional Preparations. In order to better prepare, applicants should study the CHP Cadet Bulletin (CHP 179D, blue sheet); review the CHP web site at www.chp.ca.gov; talk to a recruiter; research the position; write out answers to obvious questions; participate in practice interview sessions with associates or family members; and/or use a tape recorder or videotape to study the quality of the presentation and consider asking others to view or listen to the tape for constructive criticism.

f. Notification of Results. The applicant will be notified of the results by mail in approximately four to five weeks following the QAP interview. Applicants selected will receive a conditional offer of employment and will continue in the remaining selection phases. Applicants not selected to go forward in the process may re-apply if they still meet the minimum qualifications.

YOU AND YOUR INTERVIEW

An oral interview can be a stressful situation. By familiarizing yourself with the "mechanics" of an interview and by preparing yourself, you can make your interview a successful experience.

1. PREPARING FOR YOUR ORAL INTERVIEW. The oral interview evaluates intangible qualities of a applicant not easily measured. The oral interview scoring is on a sliding scale ranging from "not passable" to "outstanding." In fact, it is possible to achieve a relatively low score without a single "incorrect" answer, because of evident weaknesses (i.e., poor vocal delivery, lack of eye contact).

a. Before the Interview.

(1) Keep a copy of your application (STD 678) and review it carefully prior to the interview. This is one of the documents the oral panel reviews before your interview and often uses as a starting point of the interview. Know the sequence and dates of the experience and education you listed on the application. The panel may ask you to summarize the highlights of your education and experience. You should prepare, in advance, a brief oral summary of those aspects of your background that you think make you a more competitive applicant.

(2) Study the examination bulletin (CHP 179D). The bulletin explains the needed skills, knowledge, and abilities as well as personal characteristics considered important for the position. The bulletin also offers valuable clues about the oral interview. Never go into an oral interview without any knowledge of the duties and responsibilities of the classification. If possible, talk to CHP Officers about the duties of a CHP Officer, visit the CHP Academy in West Sacramento, or participate in an approved ride-along with a CHP Officer. This demonstrates your interest in becoming a CHP Officer.

(3) Think through each qualification required. Imagine the types of questions you would ask if you were a member of the interview panel. How well can you answer those questions? Try especially to appraise your own knowledge and background in each area. In addition to identifying your strengths, identify areas which may be considered weaknesses. Be prepared to discuss your weaknesses with the interview panel, if they mention them, and what you have or are doing to overcome those weaknesses.

(4) Consider setting up a mock interview using family or friends and having practice interview sessions. This would allow you to receive constructive criticism about your performance. Contact your local CHP Recruiter for information regarding upcoming oral interview seminars or “mock interviews” in your area.

(5) The night before your interview, get a good night's sleep and monitor your general health and mental attitude. You will want a clear head at the interview. Take care of a cold or other minor ailments. Do not take any stimulants or tranquilizers before your interview unless your doctor prescribes them and they will not adversely affect your interview.

b. The Day of the Interview.

(1) Allow plenty of time to get to your destination. Plan to arrive ahead of your scheduled time, particularly if your appointment is early. Should another applicant fail to appear, the oral interview panel may invite you to start your interview early. By late afternoon, the panel may be behind schedule, and you may have to wait. However, do not assume this will be the case. Ensure you arrive on time. Take along the examination announcement and a copy of your application to review. Do try to relax and compose yourself. Even the calmest, most self-assured person is usually somewhat nervous before his or her interview.

(2) Dress appropriately. This is a business interview. Your appearance should indicate that you regard it as such. The oral interview panel is forming impressions about you from your education and experience, your manners, your attitudes, the way you express yourself, and your appearance. Use perfumes/colognes and cosmetics sparingly, and be considerate that others may be allergic.

(3) Know names of panel members. As soon as you arrive at the interview area, ask the receptionist the name of each panel member. Make a note of how to pronounce those names if they seem difficult to pronounce.

c. Beginning the Interview.

(1) The chairperson will introduce you to the other panel member when you enter the interview room. After acknowledging introductions, sit down. The interview will now begin.

(2) Usually, the chairperson will start by briefly reviewing some of your background highlights you listed on your application. Do not interrupt unless there are important misinterpretations. You may be asked a general question to help you get started, such as, "What aspects of your background do you think have best prepared you for this job?" The interview is now under way. The members of the panel will proceed to ask you the kinds of questions they feel will give them an idea of your potential as a CHP Officer.

d. Making Interview Questions Work for You.

(1) Do your best. Remember that the interview panel's job is to help you do your best. At times, you might feel that the panel individually and collectively is trying to seek out only your negative attributes. Actually, this is not true. They are obliged to make a fair and impartial appraisal of your qualifications for the classification of Cadet, CHP. They must consider both your strengths and weaknesses, and want to see you in your best light. Remember, they must interview all applicants, and an uncooperative or complaining applicant may not do well in the interview in spite of their best efforts to bring out the applicant's strongest attributes. Your job is to let the panel see you at your best.

(2) Be natural. Keep your attitude enthusiastic and confident, but not cocky. If you are not confident that you can do the job, do not expect the interview panel to have confidence in you. Do not apologize for your weaknesses; rather try to bring out your strong points. The interview panel is interested in a positive, not a negative presentation. Cockiness and wordiness might make the panel wonder if you are covering up a weakness by a false show of strength. On the other hand, try to use more than a couple of words when you answer each of the panel's questions.

(3) Get comfortable, but do not lounge or sprawl. Sit upright but not stiffly. A careless posture may lead the interview panel to conclude that you are not impressed by the importance of the occasion. This conclusion is natural, even if incorrect. Do not fuss with your clothing or

with a pencil or paper. Your hands may occasionally be useful to emphasize a point, but do not let them become a point of distraction.

(4) Be pleasant, but do not wisecrack or initiate extensive small talk.

This is a business situation, and your attitude should show that you consider it as such. The interview panel's time is limited; the panel does not want to waste it, and neither should you. However, participate appropriately if a panel member chooses to make small talk at the beginning of the interview in order to make you feel more comfortable.

(5) Do not exaggerate your experience or abilities. The interview panel may know more about you than you think. An experienced interview panel is rather adept at spotting such a situation. Do not take this chance.

(6) Knowledge of QAP member. If you know a member of the interview panel, do not make an obvious point of it; but do not hide it. Remain as natural as possible. Go ahead and present your strong points to the panel, rather than waiting for the panel member to do so.

(7) Do not dominate the interview. Let the interview panel direct the interview. The panel will give you the clues. Do not assume that you have to do all the talking. Realize that the panel has a number of questions to ask each applicant. Do not try to take up all the interview time by showing off your extensive knowledge. On the other hand, be sure you have prepared in advance to present the highlights of your strengths to the panel when they ask you for them (or at the end of the interview if they have not been mentioned earlier in the interview).

(8) Be attentive. Usually, your interview lasts approximately 30 to 45 minutes. You should keep your attention at its sharpest throughout the interview. When a panel member is addressing a problem or a question to you, give that person your undivided attention. Address your reply principally to that person but continue eye contact with the other panel member.

(9) Do not interrupt. Panel members may be stating a problem for you to analyze. They will ask you a question when the time comes. Let the problem be stated and wait for the question.

(10) Make sure you understand the question. Do not try to answer a question until you are sure what is being asked. If it is not clear, restate it in your own words or ask the panel member to clarify it for you. Do not argue about minor elements.

(11) Reply promptly but not hastily. Respond as quickly as you can, but do not jump to a hasty, ill-considered answer. It is acceptable to pause before answering. Try not to stare at the window, wall, or ceiling while formulating your answer.

(12) Do not try to create the answer you think the panel member wants. The panel is interested in how you analyze and solve problems. If you give an answer that you really do not think is correct, but believe it is an answer the panel wants, you may have difficulty defending your answer if the panel members ask you to clarify your answer.

(13) Do not switch sides in your reply merely to agree with a panel member. Sometimes a panel member will appear to support the reverse of your answer merely to draw you out and to see if you are willing and able to defend your point of view. Do not start a heated debate; yet, do not surrender a good position. If a position is worth taking, it is worth defending.

(14) Do not be afraid to admit an error in judgment if you are shown to be wrong. The panel knows that you are forced to reply without the opportunity for careful, prolonged consideration of the issue. Your answer may be demonstrably wrong. If so, admit it and get on with the interview.

(15) Do not bring in extraneous comments or tell lengthy anecdotes. Keep your replies to the point. If you feel the need of an illustration from your personal experience, keep it brief and leave out minor details. If you think you might be giving the interview panel too much detail on a specific point, you may want to ask them whether they would like you to elaborate further.

(16) Do not use slang terms or use words improperly. Many good replies have been weakened by the use of slang terms or other language faults. Frequently, the panel will note any errors in grammar or diction or other evidence of carelessness in your speech habits (i.e., use of phrases such as “yeah,” “uh-huh,” or “you know” and mumbling).

(17) Present your strengths in terms of how you could benefit the Department if hired. Be ready to tell the panel how your education, prior work experience, military experience, volunteer work, hobbies/clubs/achievements, physical fitness, or other activities have helped prepare you for the position.

e. Closing The Interview.

(1) The chairperson usually concludes the interview by asking if you have anything to add. You should take advantage of this opportunity to make a closing statement. The closing statement should include your overall qualifications, personal achievements, methods of preparation, items that were not covered in the interview, and reasons why you should be given favorable consideration. The tone of your closing statement should be positive, upbeat, and brief (approximately 30 seconds).

(2) If it seems appropriate to shake hands with the interview panel members, it is fine to do so. If it would be awkward or uncomfortable for you, then you probably are better off not shaking their hands, however, should the panel members extend their hands first, you are recommended to shake hands. A smile and a statement from you such as, "Thanks again for your time," should end the interview on a positive note.

CHAPTER 5

PSYCHOLOGICAL EVALUATION, BACKGROUND INVESTIGATION, MEDICAL EVALUATION, ACADEMY INVITATION

1. WRITTEN PSYCHOLOGICAL TEST (WPT). The WPT consists of a battery of three tests, and is a mandatory process required by California state law for all prospective peace officers. These tests indicate an applicant's suitability for a career in law enforcement.

a. Preparations. This evaluation is based on an applicant's personal history and experiences. There are no study materials.

2. PSYCHOLOGICAL INTERVIEW. Applicants continuing in the selection process will be scheduled for an appointment with a departmentally selected psychologist. This interview is generally held after the background investigation has been completed.

3. BACKGROUND INVESTIGATION. An initial interview appointment will be made with the applicant by the CHP Officers who conduct the background investigation.

a. Applicants are required to provide information in the following areas:

- References
- Education
- Residences (past seven years)
- Other Peace Officer Applications (Departments to which the applicant sent an application for employment)
- Employment History
- Driving Record (all arrests, all citations)
- Arrest/Legal History (all arrests, any civil litigation)
- Financial History (all accounts, opened and closed)
- Military Service

b. Applicants are required to show the following documents, and provide a photocopy of each, at the initial interview:

- Valid Driver License
- Birth Certificate
- Verification of Education (high school diploma, college degree,

- GED certificate)
- High School Transcripts
- College or University Transcripts (sealed, official copies)
- Marriage Certificate
- Marriage Dissolution Documents
- Vehicle Insurance Policies
- Military Service Certificate (discharge documents [DD214], commendations, etc.)
- Social Security Card
- Proof of legal U. S. residency (birth certificate, naturalization papers)

c. During the Background Investigation Phase, the applicant will be scheduled for a Computer Voice Stress Analysis (CVSA). The CVSA will verify the information the applicant provides to the background investigator.

d. A final interview is conducted by the background investigator to review the findings of the investigation, and to notify the applicant whether he/she will be recommended for appointment to the CHP Academy. All information provided to the background investigator will be subject to truth verification.

4. MEDICAL EVALUATION.

a. The applicant will be notified when and how to arrange a medical appointment either during or after the background investigation.

b. The medical evaluation is paid for by the state, and administered by doctors contracted by the state. A complete physical examination is conducted to ensure that the applicant is capable of performing the essential duties of a CHP Officer.

NOTE: Although the State Personnel Board allows 20 days to fill out the medical forms, it is recommended that the applicant complete the forms as soon as possible. Completion of the medical forms in a timely manner may expedite entry into the Academy.

5. ACADEMY INVITATION. There are generally four Academy cadet classes annually. Normally, two to four weeks prior to the start of the Academy class, either by mail or telephone, applicants receive formal notification of an invitation to the Academy. Refer to Chapter 1, Section 5, of this guide for a general overview about the Academy, Academy facilities and accommodations, and the type of training and courses provided.

CHAPTER 6

LIFE AT THE ACADEMY

1. REPORTING TO THE ACADEMY.

a. Arrival. Candidates will need to arrive at the Academy for the first day by 0730 hours for registration and orientation.

b. Attire. Male and female cadets should report to the Academy in appropriate business attire.

(1) Males. Suit (sport coat), tie, dress shoes.

(2) Females. Business suit, dress shoes (skirt, dresses and high heel shoes not recommended).

c. Grooming Standards. As with uniformed employees, cadets shall assume the responsibility of adopting high standards for personal grooming and cleanliness.

(1) Personal Grooming - Male. The following grooming standards are deemed reasonable and shall be the minimum standards for male uniformed employees while in uniform or appropriate civilian attire.

(a) Hair. Shall be neat, clean, trimmed (not shaved), and present a groomed appearance. Hair shall not interfere with the proper wearing of the uniform hat/cap or helmet. Hair shall not extend below the top of the uniform shirt collar while sitting or standing in an erect position. Hair color or style shall not be unusual or bizarre. Hair which is styled or combed forward shall not be lower than the relaxed eyebrow of an individual and shall not be visible on the forehead while the uniform hat/cap or helmet is worn.

(b) Sideburns and Mustaches. Skin shall be clean shaven; however, neatly trimmed sideburns and mustaches are permissible. Sideburns shall not extend below the bottom of the ear and shall end with a clean-shaven horizontal line. The maximum width at the bottom of the sideburns shall not exceed 1 - 1 _ inches.

Mustaches shall not extend more than -inch beyond the corners of the mouth nor below the vermilion border of the upper lip, or more than -inch below the corner of the mouth. Waxed ends or points are prohibited.

(2) Personal Grooming (Females).

(a) Hair. Same standards apply as with male hair grooming. In addition,

1 Decoration(s) shall not be worn in the hair. Hair clips and pins that match the color of the hair are permitted.

2 Hair shall not be worn in a “pony tail” or similar style.

3 Moderate “natural” or other hair styles are permitted in conforming with the hair standards described above; however, the maximum extension from the scalp shall not exceed two inches.

(b) Cosmetics. Cosmetics shall be subdued and blended to match the natural skin color of the individual.

1 False eyelashes are prohibited.

(c) Fingernails. Shall be clean and trimmed. Nails shall not extend beyond the tips of the fingers. Only clear nail polish is permitted.

(d) Brassieres. Brassieres shall provide adequate support.

d. What to Bring. It is imperative that each cadet possesses certain documents and information for the first day processing.

(1) Driver license

(2) At least two blank checks, with \$350 to \$500 deposited in the account to cover the checks.

(3) Social Security Numbers of beneficiaries

(4) Emergency contact information

(5) Vehicle information - license plate number, color, make, and model

e. Other items to bring include: one clock radio, dusting supplies, shoe polishing items, plain white crew neck tee-shirts, a minimum amount of civilian attire, swimsuit, toiletries (prescription medications), boots/shoes (black, all leather), a pair of running shoes and non marking court shoes.

2. ACADEMY LIFESTYLE.

a. Live-in Training. The Academy is a live-in training facility. Training day typically begins at 0800 hours and ends at approximately 1700 hours. Cadets are required to remain on the Academy grounds after training hours.

b. Drill. Cadets learn drill procedures necessary to participate in ceremonies and tactical formations.

c. Inspections. To ensure each cadet adheres to the high standards of the department, personnel and dorm inspections are held at various intervals during cadet training.

d. Liberty. Cadets receive liberty on Wednesday nights and weekends, contingent on passing the tests each week and absent any disciplinary actions.

(1) Wednesday - 1700 to 2359 hours

(2) Weekends - 1700 hours Friday to 2359 hours Sunday

e. Meals. Meals are served between 0645 - 0730, 1145 - 1230, and 1700-1730 hours Monday through Saturday, and 0800, 1200, and 1700 hours on Sunday.

(1) The Academy cafeteria provides a variety of prepared foods. Cadets are responsible for choosing meals appropriately. Cadets not meeting the body composition requirements will be placed on the training table and must adhere to a strict diet.

f. Salary/Pay. Cadets receive full salary during the 26-week training period at the Academy. Pay warrants will be issued once a month, after the first of every month. Arrange with creditors and budget your finances accordingly.

g. Medical Care. Medical and dental benefits are provided after the Cadet's first thirty days of training. **NOTE:** Cadets are responsible for any medical costs incurred during the first thirty days of training. Treatment for injuries that cadets suffer as a result of training will be covered by the Department.

h. Mail/Mailing Address.

(1) Incoming mail is delivered to the Academy on a daily basis, except Sundays and holidays. Correspondents address cadet mail as follows:

Cadet (cadet's full name)
C.T.C. (e.g., CTC II-01 [class/year])
California Highway Patrol Academy
3500 Reed Avenue
West Sacramento, CA 95605-1699

i. Housing. Cadets are assigned to a dormitory quad. Eight cadets will be assigned to each quad, sharing common restroom and showers. Cadets will share a room with another cadet from the same class. Cadets are responsible for maintaining its appearance.

j. Emergencies. Cadets may receive emergency telephone calls once an emergency is verified. Cadets should tell their family/friends that they cannot receive any other phone calls during the 26 weeks of training.

k. Personal Affairs. Personal and family conflict (marriage problems, homesickness, etc.) is the main cause for early separation from cadet training. Cadets should have their personal affairs in order prior to reporting to the Academy. Cadets should be prepared to be separated from their families for several months.

3. ACADEMY TRAINING. Cadets will be required to meet the standards set forth by the Commission of Peace Officer Standards and Training (POST) for cadet training ranging from academics and physical training to enforcement tactics, weapons training and vehicle operations. The following descriptions will give a brief overview of the type of training and what you should expect in each phase.

a. Academics.

(1) Cadets are responsible for 42 "learning domains" (LDs) mandated by POST, in addition to agency specific policies and procedures. Cadets will receive over 1,000 hours of training. Cadets are required to take a remedial exam in addition to serving a weekend restriction if an LD is failed. Failure of the remedial examination will result in termination from cadet training.

(2) Cadets are certified as an Emergency Medical Responder (EMR) during Academy training.

(3) Cadets are also required to complete and pass an Accident Investigation course, Spanish Language training and Criminal Law courses.

b. Physical Training. Cadets are expected to pass a variety of Physical Fitness Tests and the Physical Performance Program Test. To prepare, cadets should be involved in some form of strength training program (a circuit weight training program is advisable). In addition, prior to reporting to the Academy, cadets should develop an endurance to:

(1) run at least three miles, three times a week, at a 9-minute-per-mile pace,

(2) perform 50 to 75 sit-ups (unassisted),

(3) perform 50 push-ups and,

(4) perform four pull-ups.

This will ensure each cadet meet the minimum incoming acceptable level.

c. Enforcement Tactics. During this 66-hour course, cadets will learn the basics for and be tested on general knowledge of Use of Force, Patrol Techniques, Vehicle Pullovers, and Crimes in Progress, as well as, the ability to apply that knowledge during both day and night scenario testing.

d. Weapons Training. This program prepares the cadet to meet the challenge of "real world" encounters.

(1) Each cadet will be instructed in the safe handling and effective use of the Department's general duty weapons; Smith & Wesson model 4006, semi-automatic pistol, and Remington model 870 shotgun, both in daylight and night conditions.

(2) Each cadet will also complete a firing course to familiarize him/herself with tactical rifles.

(3) Each cadet will be trained in the proper use of Oleoresin Capsicum (OC), "pepper spray", operations in a chemical environment (CS gas), and basic recognition and handling of confiscated and clandestine weapons.

e. Emergency Vehicle Operations Course (EVOC).

(1) Cadets will be trained in enforcement driving at the Emergency Vehicle Operations course. Cadets will receive a minimum of 20 hours lecture on vehicle dynamics, performance driving techniques, and departmental policy. Cadets will also receive a minimum of 16 hours of hands-on driver training. Training includes:

- (a) vehicle placement
- (b) skid control techniques
- (c) performance driving
- (d) defensive driving
- (e) Code-3 pursuit driving

(2) Each cadet will be required to meet minimum performance objectives during hands-on training as well as successfully completing a written examination.

f. Customs and Courtesies. Cadets are to become familiar with customs and courtesies such as how to address staff members or any persons on Academy grounds by using "Sir" or Ma'am," "Yes, Sir," or "Yes, Ma'am," and assuming the position of attention and remaining in that position until told otherwise.

CHAPTER 7

CADET FIELD ASSIGNMENT PROTOCOL

1. ASSIGNMENTS/GRADUATION. Approximately four weeks prior to graduation, Cadets receive a "Dream Sheet"; a list of those CHP Area offices that have openings for new officers. Cadets list their choices of locations by order of personal preference. The lists are then returned to Headquarters for processing. The following information shows how the Cadet's first duty assignment is determined/prioritized:

- a. The needs of the Department. (Bilingual, etc.)
 - b. Hardship. (Only person available to care for sick relative, etc., - very rare)
 - c. Home ownership with school age children. The commute time must be one hour or less from the Area office assigned. Home must have been purchased prior to Academy appointment, grant deed in Cadet's name. (Area commander may be contacted to verify distance to Area office if it is not apparent.)
 - d. Home ownership with children under school age (children under five). Same criteria as above.
 - e. Home ownership with no children. Same criteria as above.
- Note: Home ownership also includes mobile homes 101 feet or longer.
- f. Rental unit with school age children. Same distance requirements apply as in "c."
 - g. The last four digits of the Cadet's Social Security Number (e.g., the lower the number, the higher the priority). Most Cadet assignments are determined in this manner.

2. FIELD TRAINING AND PROBATION.

- a. Field Training. New officers in the field are required to successfully complete a 45-working day, Field Training and Evaluation period. New officers will work typically with three separate Field Training Officers (FTO) for a period of 15 days each. The FTOs evaluate their trainee's performance and application of skills learned at the Academy.

b. Shift Assignment. Shift assignments typically encompass the following hours: "A" watch: 5:45 a.m. - 2:15 p.m., "B" watch: 1:45 p.m. - 10:15 p.m., and "C" watch: 9:45 p.m. - 6:15 a.m., although there may be other shifts/shift hours assigned within the command. Assigned work days include weekends and holidays.

c. 12-Month Probation. New officers may be assigned anywhere in the State and are required to serve a 12-month probationary term at their first command assignment. Following the completion of probation, officers may submit a request to voluntarily transfer to any field command in the state. Transfers are made on a statewide seniority basis.